

Investing in Educational Excellence (IE²)

Frequently Asked Questions

1. *What is the IE² model?*

- Under the IE² option, a local district has a performance contract with the State Board of Education (SBOE) granting the district freedom from *specific* Title 20 provisions, SBOE rules, and Georgia Department of Education (GaDOE) guidelines.
- Under IE², the district must seek at least one of the "Big Four" waivers: class size, expenditure control, certification, or salary schedule.

2. *What type of flexibility is available under the IE² option?*

- Examples of flexibility may include:
 - Customizing a school's offerings (new arts program, language instruction)
 - Seat-time requirements to adjust pacing of content/material
 - Early release for additional Professional Development
 - Waiver of seat-time requirements to let students explore internships, dual enrollment, etc.
 - Course credit through content mastery
 - Hiring content experts for teachers
 - ELL or Gifted service models other than the state programs

3. *Can you choose more than one waiver under the IE² option?*

- Yes. You must choose at least one of the "Big Four" waivers, which are teacher certification, class size, expenditure control, and salary schedule.
- Districts may choose more than one "Big Four" waiver, and districts may also choose waivers of other Title 20 statutes and state board rules such as staffing required, seat time or school year.

4. *For IE² Systems, how will accountability be measured?*

- For IE² Systems, the flexibility granted does not include a requirement for school-level governance, but it does require *specified minimum targets each year* for each school. The Governor's Office of Student Achievement (GOSA) and GaDOE have agreed to a structure that sets those targets and provides for a "second look."
- On CCRPI, without the inclusion of Challenge Points (part of CCRPI), the school shall annually increase by 3% of the gap between the baseline year CCRPI score and 100. The baseline year will be 2015-16.

5. *Would waivers requested/granted apply to every school in a district?*

- Under IE², the district decides which waivers to apply to each school. The

waivers are held by the district, not at the school level.

6. *Who would set performance measures for each grade, subject, and school, and what would be the means of assessment?*

- GOSA and GaDOE have agreed to a structure that sets targets and provides for a “second look” if schools do not meet their targets.
- These accountability measures are the same for all schools no matter the number of waivers requested by the District.

7. *What happens once a school is taken over and doesn't perform? Does it impact accreditation?*

- The SBOE shall mandate the loss of governance of one or more of an IE² System's nonperforming schools. Such loss of governance may include, but shall not be limited to:
 1. Convert a school to charter status with independent school-level governance and a governance board with strong parent involvement;
 2. Operation of a school by a successful school system, as defined by GOSA, and pursuant to funding criteria established by the SBOE; or
 3. Operation of a school by a private entity, nonprofit or for profit, pursuant to a request for proposals issued by the Department.
- In addition to the loss of governance options specified in the statute that could be imposed at the end of the IE² contract term, the following options for loss of governance could be implemented during or at the conclusion of the IE² contract terms.
 1. Non-performing schools could have governance reduced by being required to submit a remedial action plan for the local Board of Education approval before the school can implement necessary changes.
 - For this option, the District could specify the general requirements the plan must meet or let the school submit a draft based on its own analysis.
 2. The school could be required to make leadership and faculty/staff changes, including replacing leaders/faculty/staff and/or an aggressive professional development program.
 3. The school could be required to implement reconstitution if necessary to ensure performance improvements.
 4. The school could be required to develop individual student achievement plans and implement programs such as after-school and/or Saturday tutoring programs that provide additional time on task in subject areas specified in the individual plans.
 5. Other options for loss of governance not listed above that address that specific reasons for a school's failure to meet its targets could be proposed in an IE² application.